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ABSTRACT

A growing number of schools and colleges are making college courses available to high school seniors. This document discusses factors affecting the success of partnerships between schools and colleges for the purpose of providing such courses and describes several programs currently operating. The author first identifies 10 basic principles underlying successful cooperation between schools and colleges. The report next discusses practical steps to take when starting a program. A list of questions serves as a checklist for administrators evaluating the quality of programs once they are started. The document concludes with descriptions of 10 programs from schools across the country. These descriptions note several characteristics of each program, including the nature of the community served, the extent of student participation, the type of relationship established among the institutions involved, the location where the students are taught, the effectiveness of the program, the means by which tuition costs are covered, the types of classes offered, and the transferability of the credit earned. (Author/PGD)

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The Practitioner

A Newsletter for the On-Line Administrator
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NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Vol. IX, No. 1 September 1982

College Courses in the High School:
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College Courses in the High School:

New Opportunities for the Twelfth Year

A quiet revolution has been growing school by school during the past few years. More and more twelfth grade students are earning college credits. From its major base in New York State where now more than 100 high schools offer this option, the "college courses movement" has spread from Connecticut to California.

Even as the nation focused upon basic skills and minimum competency testing, at the other end of the spectrum growing numbers of students were accumulating college credit on the high school campus. New levels of academic excellence entered many communities with hardly a notice, course by course. Now, however, the wraps are coming off for everyone to view.

At a time when rising costs and concerns about quality dominate education, the opportunity to gain college credit as a high school senior assumes new significance. Why not offer greater challenges to the motivated student and cut family costs for college at the same time?

Many students and teachers at the high school and college levels believe that the instructional and social setting of secondary schools is more conducive to the teaching-learning process for adolescents, than the college setting. They also believe that both the advanced academic student and the student who requires assistance can better be served in this supportive environment than in college where greater independence is assumed.

Of parallel interest is the old concern about duplication of content. When instruction is appropriately provided in the high school, repetition in college makes little sense. Perhaps much of this dilemma could be overcome by telescoping the courses traditionally offered during the twelfth and thirteenth years of schooling.

Building Connections: Ten Basic Principles

The quickest and most effective way to improve articulation is to get high school teachers and university professors working together on mutual interests.

But how can school and college administrators create the right conditions and provide suitable incentives to foster these successful joint ventures? Consider the following principles. The first five were suggested by Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

- Educators at both levels must agree that they do have common problems. While this point may seem obvious, many educators appear convinced they can go it alone.

- The traditional academic "pecking order" must be overcome. All too often colleges and universities, working in splendid isolation, have created the rules. Schools have been expected to go along passively. Frequently the real needs of students and teachers have gone unattended.

- Successful cooperative projects must be sharply focused. Serious and effective collaboration can only occur if school and college people agree to concentrate on one or two specific goals and work to keep the program sharply focused.

- For school/college cooperation to succeed, participants must get recognition and rewards. Real benefits, including recognition and reduction of burdens, must be built into the cooperative plan. This is particularly important for participating teachers, many of whom are already booked to capacity.

- Cooperative programs must focus on action, not machinery. People must be identified who can exert the necessary leadership to move beyond issues related to budgets and bureaucracy. The most successful programs have emerged where people have seen a need and have found time to act.

- The more an innovation is "owned" by those affected by its adoption, the more likely it will be accepted. New ideas, therefore, should meet a felt need, and members of the affected group should be involved in the development and implementation of the solution.

- Although administrative mandates for change usually encounter resistance in the ranks, innovations that are implemented without accompanying support from top administrators usually do not meet with lasting success.

- Innovations with structures, values, and purposes that comfortably mesh with those of the organization are more likely to be accepted than those that do not.

- When new skills are involved, participants should receive adequate training for their new roles.

- All persons involved in planning and implementing anything new should expect some problems. Participants need to tolerate a certain number of "bugs" in the system.

School-College Partnerships

A growing number of schools and colleges are making college courses available to high school seniors.

Many schools strike up a partnership with a local university or college. High school instructors teach college courses on the high school campus; college instructors travel to the high school to teach college courses; or students travel to the college campus for coursework.

Never has the need for effective links between high schools and colleges been greater, as school districts face declining enrollments and the dilemma of having to reduce curricular offerings. The barriers in some school districts that prevent cooperative ventures should be reviewed with the goal of formalizing a high school-college course collaboration.

How To Start a Program

The success of school-college partnerships depends on many factors, but probably the most important is a cooperative spirit. If persons in both institutions are willing to work together and draw upon a reservoir of mutual trust and respect, joint programing will work.

- ✔ Consider the following in preparing for a cooperative program:
- ✔ Make a careful appraisal of ways articulation could be improved in the state, region, or community; create opportunities (such as workshops, seminars, and informal meetings) to discuss existing problems and to collaborate with other institutions in the area.
- ✔ Contact officials in the state department of education to involve them in ideas and plans for interinstitutional cooperation.
- ✔ Try to capture the interest and solicit the help of key people at nearby colleges and universities who can help make new ideas and programs a reality.
- ✔ Provide incentives for high school teachers and college faculty members to work together on a regular basis. Get the best minds from both institutions involved.
- ✔ Insist that collaborative activities have built-in evaluative checks to help ensure quality and academic integrity; that jointly sponsored courses represent valid and reliable instruction sequences; that teachers are adequately prepared for their responsibilities; that policies and guidelines governing the program's operations have been carefully worked out; and that adequate support services are provided.

- ✔ Be open about problems that interfere with cooperative practices. Examples include competition between secondary and post-secondary institutions for limited state funds; college faculty members who feel their jobs or those of graduate assistants may be threatened if college courses are offered by well-qualified teachers in high schools; and distrust by high school teachers or administrators of a post-secondary education institution's motives for, and long-range commitment to, cooperative practices. Unless the real problems and issues are aired and resolved, school-college partnerships may never get off the ground, let alone realize their potential.

Advocates claim that if properly designed and supervised, cooperative programs can: reduce senior-year boredom and the sense of marking time ("senioritis") by rekindling the students' enthusiasm for learning and the instructors' enthusiasm for teaching; eliminate much unnecessary course duplication and course remediation; give students a foretaste of college; enable high school students and colleges to adjust their curricula to ensure a smooth student transition between the two systems; and afford seniors an opportunity to earn college credit while still in high school.

Despite differences in professional training, work environment, and the reward systems of their institutions, high school and college teachers and administrators can and must find ways of working together. To quote New York Times education writer Gene Maeroff, "High school . . . is not the separate world that higher education would like to pretend it to be. If anything, interdependence is increasing. Fewer students will be graduated from the nation's high schools each successive year during the 1980s, and this will mean a smaller pool into which colleges and universities can cast their nets as they search for students. The imperative for forging bonds is no longer a matter of altruism. Colleges and universities will be expecially affected by the manner in which incoming students have been prepared for post-secondary education."

A more effective education continuum will not develop quickly or without deliberate efforts. Tradition, politics, and economics often work to counter the most well-intended plans. Programs with incentives and opportunities for college professors and high school teachers to work together on matters of common concern provide a promising start.

Evaluating the Program

Research and evaluation are keys to a quality program. Such activities provide the information necessary to improve courses, teacher workshops, and general services, as well as to anticipate questions from parents, high school administrators, state department of education representatives, and college and university officials.

The following questions illustrate a few of the concerns being articulated by many high school principals currently involved in cooperative programs. The questions can also serve as a checklist for administrators who are actively designing research agendas or who may be charged with evaluating the quality of a cooperative program.

- Are the specified college standards being properly maintained? Can other institutions be assured that grading and learning experiences on and off campus are equivalent?
- Is the credit students earn easily transferable to other colleges and universities?
- How effective are the course materials, general structure, and content sequence?
- What effect is the program having on the high school organization?
- How effective is the teaching, on and off campus? What teacher behaviors and course characteristics seem to best facilitate learning?
- What kinds of students are being served by the program and which are most likely to be successful?
- How do participants do in college? What are the long-term effects on student academic performance?

To Illustrate

Manhassett Junior Senior High School — Memorial Place
Warren McGregor, Principal — Manhassett N.Y. 11030

Approximately one-third of the seniors at Manhassett High School participate in Project Advance, a program sponsored by Syracuse University. Project Advance was begun in 1973 and now serves approximately 75 high schools in New York, Massachusetts, Michigan, and New Jersey.

Manhassett instructors selected to teach Project Advance courses hold master's degrees in their subject areas, have extensive teaching experience, and meet the approval of both the high school principal and the appropriate Syracuse University department chairman. Before the program was implemented at the high school, Syracuse University faculty members in each content area met with Manhassett teachers in an all-day orientation to review course design. Teachers then attended a week-long summer workshop planned and conducted by the Syracuse University professors who both supervise the high school course and teach the course on the Syracuse University campus.

Emphasis in the summer workshop was on the adaptation of the university-designed course to the high school setting. Syracuse University, for example, has features (e.g., self-pacing, alternative instructional tracks, remediation, diagnositc testing) that can be accommodated on the Syracuse University campus without difficulty but which may initially present problems in a high school setting. Workshop participants presented a formal plan of adaptation which received Syracuse University approval.

Manhassett teachers hold adjunct professor status at Syracuse University, and according to McGregor, they are "outstanding in their praise of the program." One unexpected program benefit, he notes, is the accountability in curriculum development it has fostered in the school's six grade levels, especially in math and English.

At least once each semester, Syracuse University staff members and Project Advance administrative staff visit Manhassett to talk with teachers and students about the program and to discuss community response and overall administration of the program with the high school principal. They also read papers and tests that students have written for Project Advance courses to ensure that the grading standards applied are consistent with those set by Syracuse University.

Students who have successfully completed the eleventh grade curriculum are eligible to take Project Advance courses, and selection of the candidates is left to the discretion of Manhassett's teachers and guidance staff. (During the 1974-75 academic year, Project Advance profiled students in its program; 55 percent reported a grade point average of 3.5 or better.)

Manhassett provided an inservice workshop for teachers before the program began; it continues to absorb the costs of faculty released time for additional inservice education and the costs of texts, instructional materials, and library or laboratory resources. Students enrolled in the program pay $28 per credit. Ninety percent of all Project Advance students have successfully transferred these credits to more than 400 postsecondary institutions.

Studies show that Project Advance students do at least as well as college freshmen who take the same courses on the Syracuse University campus, and a survey of the Project Advance class of 1977 showed that most students exempted from introductory-level courses as a result of their previous Syracuse University coursework received grades in advanced courses equal to or higher than their Project Advance grades.

Our Lady of Providence High School
Robert Larkin, Principal

707 West Highway 131
Clarksville, Ind. 47130

Bridge to College is a program at Providence High School that enables more than 50 percent of the senior class do take Indiana University Southeast courses. More than 100 students take IUS composition, literature, sociology, psychology, and/or computer science during their fourth year of high school.

The courses are taught on the high school campus by university professors. Students pay the full Providence High School tuition, purchase textbooks for the college courses, and pay the university its standard tuition fee. The university pays the instructors; Providence provides the facilities and integrates the university courses into the high school schedule.

A recent follow-up study of graduates who participated in the Bridge to College program revealed the following: 87 percent said the program gave them more schedule flexibility once in college; 89 percent said it had built confidence in their ability to perform well in college; 55 percent said they were maintaining, or had maintained a 3.0 or better cumulative college GPA (on a 4.0 scale); and 96 percent would recommend the program to other students. A survey surprise for the school administrators: Few respondents acknowledged the benefit of spreading college costs over an additional year.

Oshkosh West High School
John M. Sheeny, Principal

375 North Eagle Street
Oshkosh, Wisc. 54901

The Cooperative Academic Placement Program (CAPP) at West High School enrolls about 10 percent of the senior class in courses at the University of Wisconsin's Oshkosh campus. Students must take a minimum of two courses at the high school. Bus transportation is provided for students who do not drive their own cars.

The students earn dual credit for their efforts at the University: They may generate up to 12 individual credits on a University of Wisconsin transcript, and completion of each three-hour university course adds 1/2 a Carnegie Unit to their high school record. College courses offered are: English, geology, international studies, logic, Russian, and personal health.

The public school system foots the bill. Tuition at the University is $30 per credit hour. The students pay for the courses upon enrollment, and the school district refunds the tuition after the courses have been completed satisfactorily. While the cost to the school system may run several thousand dollars the total is still less than the salary of one teacher at the high school.

Half Hollow Hills High School West
James LoFrese, Principal

375 Wolf Hill Road
Dix Hills, N.Y. 11746

Secondary Collegiate Articulated Learning Experience (SCALE) is a cooperative program between C.W. Post Center of Long Island University and Half Hollow Hills High School West. Twenty-five percent of the seniors took courses in accounting, English, mathematics, and history this past year.

Students earn both high school and college credits. Students admitted into the program must meet C.W. Post's early admission standards, and are thus given matriculated status. They have completed the eleventh grade; they have a minimum school average of 80; their PSAT, SAT, or ACT scores are reviewed; they are recommended by a counselor and the principal; and they are authorized to enroll by a parent or guardian.

The SCALE courses are taught by Half Hollow Hills faculty members, who hold adjunct faculty status at C. W. Post Center. They also receive three credit hours of remitted tuition for each course they teach.

Faculty members from C. W. Post and Half Hollow Hills developed a course outline which, according to their contractual agreement, "establishes basic content equal to that included in the departmental program offered at C. W. Post Center." Liaison professors from appropriate Long Island University departments visit the high school campus four times each semester to oversee course progress and to check comparability in grading practices. Final exams are also developed jointly by high school and college staff members.

High school students enrolled in the program pay a tuition fee of $24 per credit hour, a $20 application fee, and a $5 registration fee. Credits earned through the program are widely transferable.

East Central High School
James Darland, Principal

12150 East 11th Street
Tulsa, Okla. 74128

In 1977, a state policy was enacted to allow high school seniors an option of "concurrent enrollment" in high school and college. This innovative policy was the result of a joint effort by the state high school principals association and representatives of the Oklahoma postsecondary institutions. Seniors at East Central High School, with the approval of the principal, participate in the statewide program. Seniors may enroll in an Oklahoma state college or university provided they:

1. Meet the admissions requirements of the school;
2. Are carrying fewer than five courses at the high school;
3. Will complete all high school requirements by the end of the spring semester; and
4. Do not carry a combined, school-college academic load that exceeds 15 hours (one high school course is considered equal to three hours).

The students earn college, not high school, credit for their college work, and they take the courses of their choice. The cost (tuition, books, application fee) are borne entirely by the student.

Credit transfer poses no difficulties within the state system. After graduation, students may continue at the same postsecondary school, provided they have maintained a cumulative college GPA of 1.6 (on a 4.0 scale), or they may transfer the credit to another state school and continue their studies there.

During the second semester of the 1981-82 school year, 1,403 Oklahoma high school students were enrolled in 28 of the state's colleges and universities. The majority chose two-year institutions.

The program serves three kinds of students:

1. Those who want a course the high school doesn't offer;
2. Those who are older and are seeking a more mature environment; and
3. Those with specific career goals who want to pursue their specialized interests.

Liverpool High School
David Kidd, Principal

Wetzel Road
Liverpool, N.Y. 13088

Seniors at Liverpool High School have the opportunity to choose college-level courses from among four institutions of higher learning.

- Students may remain on the high school campus and participate in Project Advance.

- Students may also remain on campus to take college-level American history and calculus courses through SUNY. Both of the SUNY courses are taught by professors who come to the high school.

- In the evening, business majors may travel to the Onondaga Community College campus to earn dual credits for a marketing course taught by the chairman of the high school business department.

- Finally, students enrolled in upper-level high school French, German, or Spanish may earn college credit for lower-level language courses through Adelphi University. Students enrolled in the high school's regular French 4, for example, obtain college credit by paying Adelphi's tuition fee and completing enrichment activities.

By participating in these programs, some students are able to complete one year of college level work.

Plattsmouth High School
Jack Herweg, Principal

1724 8th Avenue
Plattsmouth, Nebr. 68048

Plattsmouth, Nebr. is a town of 6,400 people situated near the Iowa border. A low-income community, the town sends fewer than 50 percent of its high school seniors to college. However, since the 1973-74 school year, Plattsmouth High School has encouraged students to take college courses on the high school campus through a cooperative program with Peru State Teachers College.

Students with a B or better average and who have completed most or all of their graduation requirements may take one or more of the following courses to earn up to 15 college credits: freshman English, college algebra, biology (plants), biology (animals), and calculus. Plans are underway to add a course in history. During the 1981-82 school year, approximately 40 juniors and seniors participated.

The courses are offered on the high school campus during the regular school day and are taught by members of the Plattsmouth faculty who meet Peru State requirements. Students attend class on the Peru State campus, some 50 miles away, twice during the course. On a third visit to the college campus, Plattsmouth students attend a play, concert, or sporting event.

Students enrolled in the program pay Peru tuition fees ($21 per credit hour), an admission fee ($10), and the cost of their books. The school district pays the instructors' salaries and covers transportation costs for the visits to Peru.

Instructors from Peru State work with Plattsmouth faculty members to develop course syllabi which follow formats outlined by the respective departments; professors visit the Plattsmouth campus frequently.

The high school students are considered fully-matriculated Peru State students, and receive college, but not high school, credit for the college courses they take. This credit may then be transferred to other institutions.

Worcester County Board of Education — P.O. Box 130
Donald Hastings, Asst. Superintendent — Snow Hill, Md. 21863

A cooperative program with Salisbury State College allows seniors in three high schools in Worcester County, Md. to take college courses, taught by their instructors on the high school campus.

Worcester County, like Plattsmouth, is a low-income area where only 42 percent of the graduating seniors go on to college.

High school instructors selected to teach the college courses are respected faculty members with master's degrees, and the course syllabi and textbooks are the same as those used on the college campus. College faculty members visit the high school campuses to confer with the instructors and occasionally teach a class. Program evaluation is built into the testing system: The high school students are tested and graded by the college professors on the college campus, and they take the same tests as their college counterparts.

The high school pays the costs of teachers' salaries and textbooks. A three-hour course costs the high school student $48 in Salisbury State tution, billed by the college following the final exam. To gain college credit and a mark of "pass" on their college transcripts, students must earn a C or better on that exam. (Their college counterparts earn credit with a D.)

The college maintains that a pass/fail marking system is necessary for the articulation program because the lack of daily contact with the high school students does not allow the college to discriminate further. The pass/fail system, however, has made it more difficult for students to transfer Salisbury State credits to other institutions.

Bishop Kearney High School — 60th Street & Bay Parkway
Sister Ann McCarthy, CSJ, Principal — Brooklyn, N.Y. 11204

Bishop Kearney High School offers seniors the opportunity to complete their fourth year of high school and their freshman year of college simultaneously. Through the Save-a-Year (SAY) Program, Bishop Kearney seniors enroll in St. Joseph's College, then take their first year of college courses on the high school campus.

In the morning, seniors in the SAY program attend the physical education and religion classes required for high school graduation, and they earn high school credit. The remainder of the day is devoted to college coursework and earning college credits. SAY students do not earn high school credits for their college courses. Students can choose from among 15 courses in the subject areas of English, history, mathematics, psychology, sociology, philosophy, and Spanish. College instructors travel from St. Joseph's to teach the SAY courses, and according to Sister Ann McCarthy, Bishop Kearney's principal, the syllabi are identical to those at St. Joseph's in every way.

While students in the SAY program are dually enrolled in Bishop Kearney and St. Jospeh's, both private schools, they pay only a single tuition: St. Joseph's, $2,000 per year. And, as full-time college freshmen, the SAY students are eligible for various forms of financial aid and scholarships offered to college students by federal, state college, and private agencies. With the tuition, St. Joseph's pays the program's instructors and administrative costs and reimburses Bishop Kearney for the use of high school facilities.

The SAY courses are held apart from regular Bishop Kearney classes, and the faculties from the two schools interact very little. SAY students, however, participate in social activities at both schools.

Students apply for the SAY program during their junior year. Eligibility is determined jointly by the admissions office at St. Joseph's, Bishop Kearney's guidance staff, and the school principal. Kearney's student body number 1,600; this past year, 25 seniors were enrolled in SAY, and of those, 10 made the Dean's List at St. Joseph's.

Lindbergh Senior High School
Don Jones, Senior Principal

4900 Lindbergh Blvd.
St. Louis, MO 63126

St. Louis University was among the first to offer articulation programs to local high schools. Since 1959 it has offered high school students in the St. Louis area the opportunity to earn college credit through its 1-8-1-8 Advanced College Credit Program. The program was initially designed to reduce the customary 16 years of school and college by two years--hence the name.

The program which began with six high schools today serves more than 3,200 students in 54 schools (most are St. Louis schools, two are in Chicago, one in Indianapolis). Among them is Lindbergh High School.

At Lindbergh, the 1-8-1-8 Program courses and the Advanced Placement courses are one and the same. A student enrolled in 1-8-1-8 calculus, for example, would be in the same class as the student enrolled in Advanced Placement calculus. The students in this class would be given the choice of taking the AP exam at the conclusion of the course and earning high school credit or paying $12 per credit hour and earning college credit at SLU. Dual credit is not allowed.

Courses offered through these two programs include freshman English, French, German, Spanish, calculus, and American history. According to Senior Principal Don Jones, whether a student takes a course as part of the 1-8-1-8 Program depends on the individual and his or her plans. A student who tests well and plans to attend a university where the transferred credit may be challenged is advised to take the AP exam. On the other hand, a student who does better than C work but who is test-shy or who plans to attend a postsecondary school with a record of accepting SLU credit is encouraged to pay the tuition fee and enroll in the 1-8-1-8 Program.

The 1-8-1-8/AP courses are taught by Lindbergh faculty members who have master's degrees in their subject areas, who have been recommended by the school principal and one other person, and who have been interviewed and approved by the appropriate SLU staff members. In preparation for the program, Lindbergh faculty members attend workshops sponsored by the appropriate SLU departments.

Course syllabi are developed by the high school instructors in consultation with the university. The demands are stringent: Not only must the syllabi meet SLU approval, they must ensure that the students are adequately prepared for the AP exams. Syllabi must be submitted and approved by SLU the semester before courses are scheduled to be taught.

With the exception of the mathematics exams which are standardized and graded at SLU, the Lindbergh instructors prepare and grade the exams for the 1-8-1-8 students. However, papers are sent to SLU where the teachers' grading standards and practices are checked for comparability and reliability. Final exams are prepared in consultation with appropriate SLU departments.

The 1-8-1-8 no longer aims to eliminate two years of schooling, but according to Jones, it is not unusual for a student to complete a semester of college at Lindbergh; indeed, it is not uncommon for a student to complete a full year.

This *Practitioner* was prepared by Franklin P. Wilbur, Director, PROJECT ADVANCE, Syracuse University, Syracuse, N.Y.

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